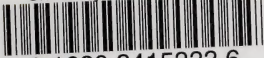


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Module 3B

Grade Two Thematic My Canada



**Home Instructor's Guide: Days 10-18
and
Assignment Booklet 3B**

Grade Two Thematic
Module 3B: My Canada
Home Instructor's Guide: Days 10–18 and Assignment Booklet 3B
Learning Technologies Branch
ISBN 0-7741-2102-5

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The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Module 3B: My Canada

Day 10 to Day 18

Reading Resources

The following resources are recommended to supplement the activities for Module 3B. You may borrow them from your local library.

Day 10 and Day 11

Books to Be Read Aloud

The Kids' Book of Canada by Barbara Greenwood

Prairie Born by Dave Bouchard

The Royal Canadian Mounted Police by Marc Tetro

Books to Be Read Alone or with a Partner

Crazy for Canada by Noa Schwartz

Eenie, Meenie Manitoba: Playful Poems and Rollicking Rhymes by Robert Heidbreder

O Canada by Ted Harrison

One Is Canada by Maxine Trottier

Day 11 Alphabet Books

ABC, 123: The Canadian Alphabet and Counting Book by Vlasta Van Kampen

A Caribou Alphabet by Mary Beth Owens

An Island Alphabet by Erica Rutherford

A Mountain Alphabet by Margriet Ruurs

A Northern Alphabet by Ted Harrison

A Prairie Alphabet by Jo Bannatyne-Cugnet

Day 12 and Day 13

Books to Be Read Aloud

Dial-a-Croc by Mike Dumbleton

From Far Away by Robert N. Munsch

I Wonder Why the Telephone Rings: and Other Questions About Communication by Richard Mead

Telephone by Jamey Gambrell

Books to Be Read Alone or with a Partner

Communication by Alikì

I Promise I'll Find You by Heather Patricia Ward

Lucy's Picture by Nicola Moon

Day 14

Books to Be Read Aloud

The Adventures of Taxi Dog by Debra and Sal Barracca

Internet by Lora Koehler

My New Boy by Joan Phillips

Where Are Momma, Poppa, and Sister June? by Dick Gackenbach

Books to Be Read Alone or with a Partner

Annie's Pet by Barbara Brenner

A Dog Named Sam by Janice Boland

Mary Had a Little Lamb by Sarah Josepha Buell Hale

The Show-and-Tell Frog by Joanne Oppenheim

Day 15

Books to Be Read Aloud

Lon Po Po: A Red-Riding Hood Story from China by Ed Young

The Mole's Daughter by Julia Gukova

Too Many Suns by Julie Lawson

Weighing the Elephant by Ting-xing Ye

Books to Be Read Alone or with a Partner

At the Beach by Huy Voun Lee

Mouse Match by Ed Young

Rebus Riot by Bonnie Christensen

The Rebus Treasury by Jean Marzollo

Day 16

Books to Be Read Aloud

Jennifer Jones Won't Leave Me Alone by Frieda Wishinsky

The Memory Stone by Anne Louise MacDonald

A Name on the Quilt by Jeannine Atkins

Yours Till Banana Splits: 201 Autograph Rhymes by Joanna Cole

Books to Be Read Alone or with a Partner

Amanda Adams Loves Herbie Hickie by Patti Farmer

Best Wishes, Amen: A New Collection of Autograph Verses by Lillian Morrison

By Hook or By Crook: My Autograph Book by Meguido Zola

Marianthe's Story: Painted Words and Marianthe's Story: Spoken Memories by Alik

Additional Books for Day 16

The *Madeline* books by Ludwig Bemelmans

Day 17 and Day 18

Books to Be Read Aloud

The Case of the Two Masked Robbers by Lillian Hoban

In the Snow by Huy Voun Lee

Nate the Great and the Tardy Tortoise by Marjorie Weinman Sharmat

Never Mail an Elephant by Mike Thaler

Books to Be Read Alone or with a Partner

Handtalk Zoo by George Ancona and Mary Beth Miller

The Secret Birthday Message by Eric Carle

Secret Dawn by Edith Newlin Chase

The 13th Clue by Ann Jonas

The following website features a variety of books at the student's level and interest:

<http://www.bookadventure.org>

Science Resources

Day 14

Prepare for the science lesson in advance. Borrow several books and a video (if you have a video recorder) from the library that describe various ways animals are protected from the cold.

Books

Too Hot, Too Cold, Just Right: How Animals Control Their Temperatures by Lisa Yount

Animals Keeping Warm by Jane Burton

An animal encyclopedia

Video

Ecology for Beginners: How Animals Live Through the Winter (2nd edition), Access Network

Day 17

Prepare for today's science lesson in advance. You will need a large jar with a lid, a small jar with a lid that fits easily in the large jar, aluminum foil, and a wide cork.

Daily Summary

Day 10

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials
- ☐ thermometer

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ *Collections: People! Places!*

Journal Time

- ☐ journal

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 117 and 118

Silent Reading

- ☐ *Welcome to Igloolik*

Social Studies

- ☐ Thematic Assignment Booklet 3B
– Day 10: Assignment 1

Art

- ☐ tempera or water-colour paint
- ☐ paint brushes
- ☐ paper for painting

Looking Back

- ☐ Thematic Assignment Booklet 3B
– Day 10: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 3: Day 10.

Language Arts (Time recommended: 60–90 minutes)

A Special Place

Print the student's name, module number, and day (M3D10) on the back of the illustration of the student's favourite place. This will be submitted to the teacher on Day 18.

Reading

Brainstorm with the student to find at least three items from "C Is for Canada" to describe each sub-heading in the chart. Have the student record his or her answers. The following is an example.

Canada		
Beautiful Things	<ul style="list-style-type: none"> • high mountains • wide prairies • valleys and hills 	<ul style="list-style-type: none"> • lakes and rivers • northern lights
Special Things	<ul style="list-style-type: none"> • maple leaf flag • Mounties • toonies 	<ul style="list-style-type: none"> • Canadian anthem • Canada's birthday • air shows
Fun Things	<ul style="list-style-type: none"> • Backwards Parka races • parades • fireworks 	<ul style="list-style-type: none"> • dances • festivals • costumes
Animals	<ul style="list-style-type: none"> • beaver • loon 	<ul style="list-style-type: none"> • Canada goose • polar bear

Journal Time

The student responds to the text "C Is for Canada" in the Reading Response section of his or her journal.

Words I Use Often (Time recommended: 15 minutes)

Today's words are **without** and **boy**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Phonics (Time recommended: 20–30 minutes)

Follow the directions for pages 117 and 118 in the phonics book. Make sure the student understands the phonics lesson and directions on the two pages. Then have the student work independently. Check each page with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Lunch

Silent Reading (Time recommended: 10 minutes)

The student reads *Welcome to Igloolik*.

Discuss the Inuit people with the student. Inuit people live in the Arctic (look up the area on the map of Canada). Inuit means “the real people”. The singular of Inuit is *Inuk* which means “person.” In the past Inuit hunted seals, walrus, whales, caribou, musk-oxen, and polar bear. They made tools and weapons from the animals’ bones, teeth, horns, and antlers. In summer they lived in tents and travelled by kayaks across the open water. In winter they lived in snow houses, or igloos, and travelled by dog teams. They wore animal skin garments. Modern Inuit live much as other Canadians do. They travel by snowmobile and motorboats, live in well-insulated wooden houses, go to school, and wear modern clothing. Many still hunt and travel by dog teams. The climate is one of the coldest and harshest in the world. The region is called the “Land of the Midnight Sun” because the sun never sets for part of the summer months. The culture of the Inuit is maintained through storytelling, drum dancing, the Inuit language, traditional arts and crafts, and traditional hunting and survival skills. The communities can range in size from a few hundred people to a few thousand.

Social Studies (Time recommended: 60 minutes)

The student responds to *Welcome to Igloolik* and compares that community to his or her community.

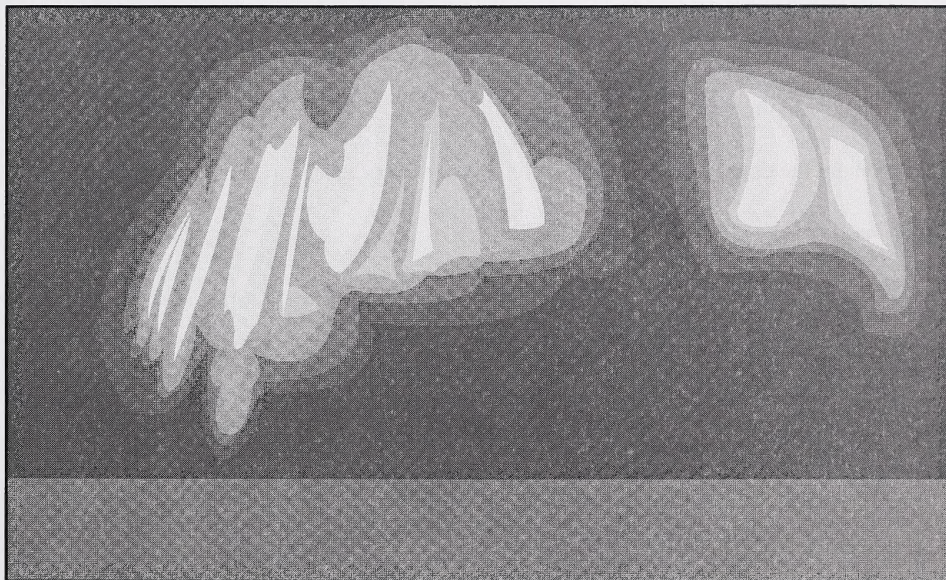
Assignment Booklet: The student answers questions about the Inuit people.

Art (Time recommended: 30–45 minutes)

In Inuit folklore, the sky is a huge dome of hard material arched over the flat earth. On the outside, there is light. In the dome, there are a large number of small holes, and through these holes you can see the light from the outside when it is dark. The spirits of the dead can pass through these holes into the heaven. The spirits of the dead that are already in heaven light torches to guide the new arrivals—the torches are the northern lights.

Have the student draw the land first—a simple line across the bottom of the page. The northern lights are usually green in colour and look washed-out. Have the student experiment with diluting paint with water and applying it to paper to create a fluid, watery effect. As the northern lights are seen at night, the background should be a darker blue colour and the landscape a lighter blue. When the background paint has dried, the student can paint a light green on the paper. Then put a darker green on it and let the two colours run together to create the “lights.” The colours are a suggestion only. The student may prefer using other colours.

This is an example of how the picture might look. Another example the student might be referred to is in the selection “C Is for Canada” on page 29 of *People! Places!*



Review how to paint following these steps: put the brush in a bowl of water, wipe it on the edge of the bowl, blot the brush on a paper towel, and use the next colour. Cleaning the brush after each colour keeps the paintbrush clean and the paints pure so that white stays white, and so on. Remind the student that different brush strokes can be used for different purposes. Sometimes the whole brush may be flattened out and pressed down to make wide strokes, sometimes just the tip or an edge of the brush may be used to make lines, dots, or details. Since the student is making a wash, he or she might prefer using a wider brush.

Print the student's name, module number, and day (M3D10) on the back of the painting. This will be submitted to the teacher on Day 18.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 10.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

If you are beginning a new book today, and it is a chapter book, the student could draw a picture from each chapter that you read. After you read a chapter, the student draws and colours or paints a favourite part of the chapter. Under the picture, he or she can print a caption about that part of the story. At the end of the book, the student can bind the pictures together into a booklet and make a title page. The student can then read the booklet and look at the pictures as a review of what the story was about. Have the student display the booklet and share it with others.

If you are not beginning a new book today, do this activity with the next chapter book you read to the student.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 11

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials
- ☐ thermometer

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

Language Arts

- ☐ *Collections: People! Places!*

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 119 and 120

Science

- ☐ Thematic Assignment Booklet 3B
 - Day 11: Assignment 2

Looking Back

- ☐ Thematic Assignment Booklet 3B
 - Day 11: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 3: Day 11.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Music and Movement (Time recommended: 20–30 minutes)

Select suitable movements for your student from the following activities. Touch your

- | | | |
|------------------------|-------------------------|-----------------------------|
| • nose to your knee | • heel to your heel | • toe to your nose |
| • hand to your back | • wrist to your ankle | • hands to your hips |
| • chin to your chest | • sole to your sole | • foot to your leg |
| • elbow to your knee | • elbow to your stomach | • fingers to your shoulders |
| • ear to your shoulder | • your choice | |

The second exercise explores touching different body parts to the student's surroundings. Select from the following directions to the student. Touch your

- | | | |
|----------------------|----------------------------|--------------------------------|
| • chest to your desk | • ear to the board or wall | • knee to a chair |
| • shoulder to a book | • finger to a rug | • seat to a corner of the room |
| • head to the floor | • nose to a calendar | • back to the floor |
| • ankle to the wall | • elbow to a chair | • hip to a door |

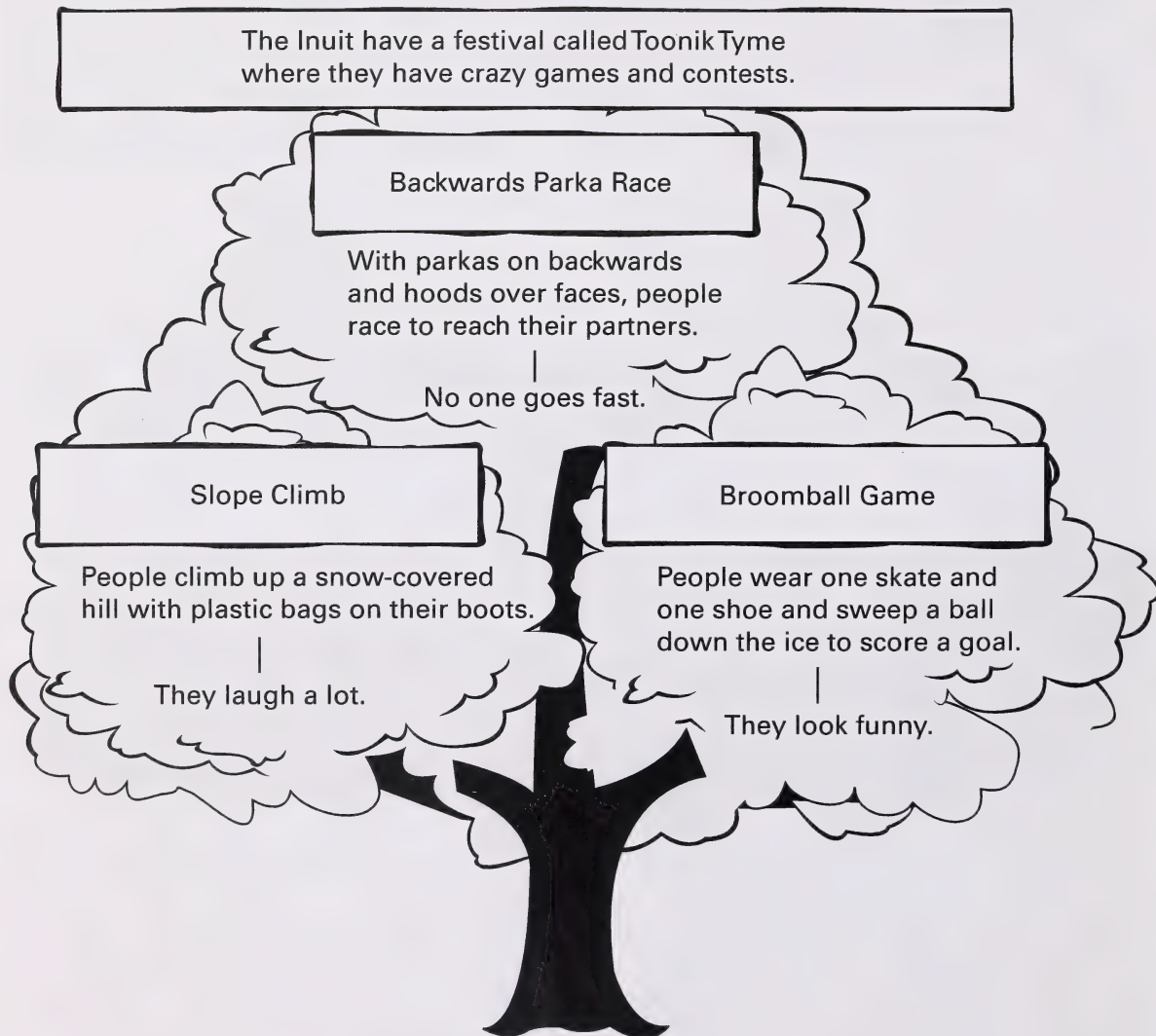
Adjust any movements to suit your student's physical abilities.

Play the song “Months of the Year” and have the student perform the body awareness activities a few times today and on Day 12, as a break.

Language Arts (Time recommended: 60–90 minutes)

The student learns about the structure of a report.

Following is an example of how to fill in the tree diagram with the main idea and details.



Making an Acrostic

Example: New Brunswick

N is for new, neighbours, and nets

E is for everybody who lives here

W is for the water all around us

B (and so on)

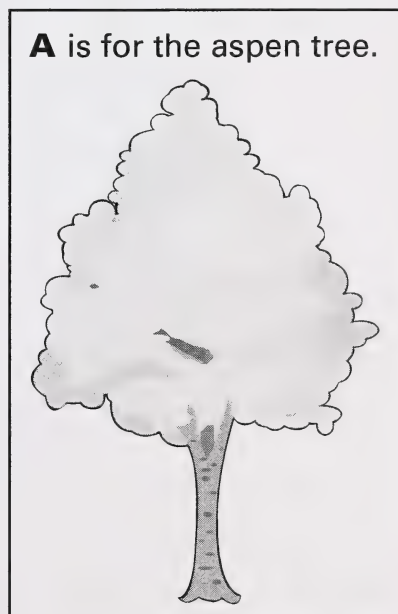
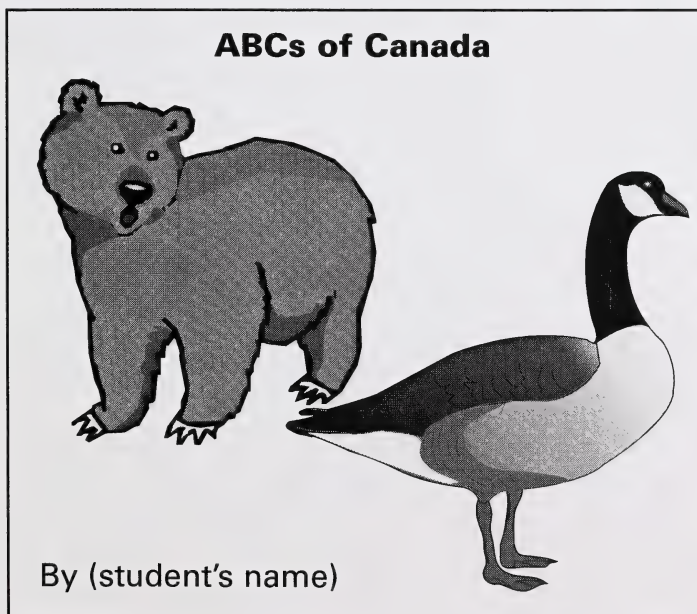
Have the student print the letters vertically. Ensure they are upper case. The student may outline the letters in colour.

Print the module number and day (M311) on the acrostic of the student's province or territory for submission to the teacher on Day 18.

ABCs of Canada

Brainstorm words that begin with A, B, C, and D that have a Canadian focus. For example, A is for anthem, Alberta, Arctic, Athabasca; B is for bald eagle, bighorn sheep, Banff, British Columbia; C is for cougar, caribou, Cache Creek, the Calgary Stampede; D is for Dinosaur Provincial Park, Drumheller, duck, deer; and so on. Use the map of Canada and other resource materials for ideas. Have the student make a title page and then a page for each of the first four letters of the alphabet (A, B, C, and D). At the end of the module, the student will put together a booklet of the alphabet pages.

A sample title page and a sample alphabet page are shown.



Spelling (Time recommended: 10 minutes)

When practising spelling words, there are several techniques you can use. You may experiment with various procedures to see what works best for the student. The student may, for example, learn best when using a visual method, rather than a “sounding-out method,” or the other way around.

Use the “look-say-cover and see-write-check” method introduced in Module 1, Day 2 when learning to spell new words. It has appeal and benefit for many students.

As you try various methods, remember that spelling drill should be relaxed and as enjoyable as possible. How much practise the student needs will depend on how easily spelling words are learned.

Enrichment (optional)

Help the student find songs to listen to and sing about Canada in the library, on the Internet, in music stores, or from family members. Songs such as “This Land Is Your Land” by Woodie Guthrie, the Centennial song “Canada” by Bobby Gimby, and “The Hockey Song” by Stompin’ Tom Connors are good examples.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 119 and 120 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student as he or she finishes it. These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Science (Time recommended: 60–90 minutes)

The student identifies ways in which temperature in homes and buildings can be adjusted.

Print the module number and day (M3D11) on the solution to the problem of how to keep the house warm for submission to the teacher on Day 18.

Assignment Booklet: The student answers questions about ways of adjusting temperature in a home or building.

Looking Back (Time recommended: 10 minutes)

Review the day’s activities and learning with the student and complete the Learning Log for Day 11.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

If the student has been drawing, illustrating, and writing a favourite part of the book you are reading, allow time to do this after the reading.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 12

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials
- ☐ thermometer

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ *Collections: Keep in Touch*

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 85 and 86, and 93 and 94

Science

- ☐ blow dryer
- ☐ lightweight plastic bag
- ☐ Thematic Assignment Booklet 3B
 - Day 12: Assignment 3

Looking Back

- ☐ Thematic Assignment Booklet 3B
 - Day 12: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 3, Day 12.

Language Arts (Time recommended: 60–90 minutes)

The student explores different methods of communication in the book *Keep in Touch*.

Journal Time (Time recommended: 10–15 minutes)

The student responds to the article “Just Call” in the Reading Response section of his or her journal.

Who Called?

Following is an example of how to fill in the chart.

Who Called	Who That Person Called	Why That Person Called	What That Person Used
Robyn	anyone at home	so someone would put away her book	telephone and answering machine
Lea	her grandmother	to wish her a happy birthday	her computer to e-mail

Words I Use Often (Time recommended: 10–15 minutes)

Today’s words are **once** and **animals**. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If not help the student learn to read the word by doing the activities outlined in Day 2.

Enrichment (optional)

The student can make cartoon-type drawings, like the ones in the selection “Just Call”, showing other situations where these means of communication could be used.

Using words from the list of new words, sort them according to number of syllables.

List the new words alphabetically.

Lunch

Silent Reading (Time recommended: 20–30 minutes)

You and the student silently read the materials selected.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 85 and 86, and 93 and 94 in the phonics book. Make sure the student understands the phonics lesson and directions on these pages. Then have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Science (Time recommended: 60 minutes)

The focus is on how buildings are heated.

Assignment Booklet: The student answers questions about how a house is heated.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student and complete the Learning Log for Day 12.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

If the student has been drawing, illustrating, and writing a favourite part of the book you are reading, allow time to do this after the reading.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 13

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials
- ☐ thermometer

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

Language Arts

- ☐ *Collections: Keep in Touch*

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 121 and 122

Science

- ☐ five containers of the same size (baby food jars, plastic cups, or yogurt containers)
- ☐ insulating material: newspaper, aluminum foil, fabric, waxed paper
- ☐ five ice cubes
- ☐ thermometer
- ☐ Thematic Assignment Booklet 3B
 - Day 13: Assignment 4

Looking Back

- ☐ Thematic Assignment Booklet 3B
 - Day 13: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 3: Day 13.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Music and Movement (Time recommended: 20–30 minutes)

Play the recording “Just Like Me” and perform the accompanying movements a few times today and on Day 14 as a break.

Language Arts (Time recommended: 60–90 minutes)

The student responds to the selection “Just Call.”

The student is introduced to figurative language as opposed to the literal meaning of words. It is not important for the student to learn the vocabulary, but it is important for him or her to understand the concept of using language figuratively.

Print the module number and day (M3D13) on the sentences and pictures depicting figurative and literal meanings of phrases for submission to the teacher on Day 18.

The student writes definitions. First brainstorm a list of objects the student can define. Have the student write a first draft definition for two of the objects. Ensure the student follows the criteria of a good definition. Check for spelling and punctuation. After editing and revising, have the student print the two definitions, in his or her best printing. If the student likes, he or she may draw a picture for each of the definitions.

Print the module number and day (M3D13) on the two definitions for submission to the teacher on Day 18.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Preparing for Science

Set up the experiment for the science lesson. Wrap four equal-sized jars with each of the following—waxed paper, aluminum foil, newspaper, and fabric. Cover the bottom of the jars as well. Use a fifth jar to act as a control for the experiment. Put one ice cube in each of the five jars and put the lids on. Use small, equal-sized ice cubes so that they will slowly melt in 45 minutes. Ensure you and the student do not handle the jars after you have placed the ice cubes in. Set them aside on a table.

Guilherme Keeps in Touch (Time recommended: 10–15 minutes)

Read the selection “Guilherme’s Writing.”

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 121 and 122 in the phonics book. After you explain the lessons and directions on the two pages, have the student work independently. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Science (Time recommended: 60–90 minutes)

The focus is on the role of insulation in keeping things hot or cold.

Assignment Booklet: The student answers questions about insulation.

Looking Back (Time recommended: 10 minutes)

Review the day’s activities and learning with the student and complete the Learning Log for Day 13.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

If the student has been drawing, illustrating, and writing a favourite part of the book you are reading, allow time to do this after the reading.

Sharing Time (Time recommended: flexible)

Have the student share the day’s activities with a family member or friend.

Day 14

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month’s calendar and materials
- ☐ thermometer

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ *Collections: Keep in Touch*

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading materials

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 123 and 124

Science

- ☐ books or videos that describe how animals survive the cold
- ☐ Thematic Assignment Booklet 3B
 - Day 14: Assignment 5

Looking Back

- ☐ Thematic Assignment Booklet 3B
 - Day 14: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 3: Day 14.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to the story “Rodeo Pup.”

Journal Time

The student responds to the story “Rodeo Pup” in the Reading Response section of his or her journal.

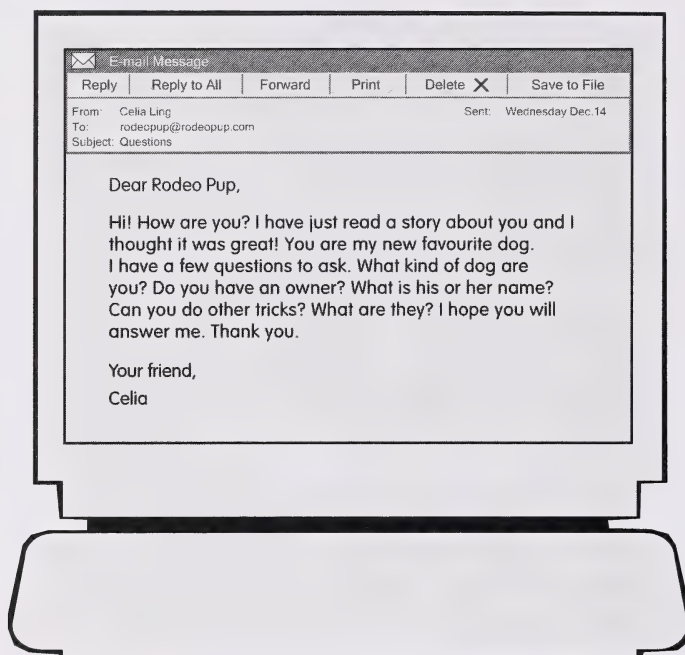
Write to Rodeo Pup!

The student learns how to write to ask for information.

Brainstorm questions the student could ask Rodeo Pup. Write the list of questions on the board or chart paper. Review how to ask questions clearly so that the reader knows what information is wanted. Remind the student how to punctuate questions. Edit and revise the student’s questions as you write them down.

Although e-mail messages and letters differ in format and formality, have the student use a basic letter format. Ensure the letter includes an address and the date, the greeting (Dear Rodeo Pup), one or two opening sentences, two or three questions, an ending (Thank you, Hope to hear from you soon), the sign off (Your friend), and the writer's name. Check the student's letter for meaning and punctuation.

Use the following basic format for the student's e-mail or letter. If the student does not have access to a computer, send the letter by regular mail and substitute the student's home address for the e-mail address.



Enrichment (optional)

1. On Rodeo Pup's website, in the section "Talking About Dogs with Rodeo Pup," the student can read and write letters.
2. The student can write a story about the further adventures of Rodeo Pup. He or she may wish to include Jillaroo (Rodeo Pup's friend from his website) in the story. The student may submit the story to the teacher on Day 18.

Words I Use Often (Time recommended: 10–15 minutes)

Today's words are **life** and **enough**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Lunch

Silent Reading (Time recommended: 20–30 minutes)

You and the student read the materials selected for this time.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 123 and 124 in the phonics book. After you explain the lessons and directions on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Science (Time recommended: 60 minutes)

The focus is on materials that insulate animals and people from the cold.

Assignment Booklet: The student answers questions about how animals and humans are insulated from the cold.

Looking Back (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the Learning Log for Day 14.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

If the student has been drawing, illustrating, and writing a favourite part of the book you are reading, allow time to do this after the reading.

Sharing Time (Time recommended: flexible)

Have the student share the day’s activities with a family member or friend.

Day 15

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month’s calendar and materials
- ☐ thermometer

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

Language Arts

- ☐ *Collections: Keep in Touch*
- ☐ Thematic Assignment Booklet 3B
 - Day 15: Assignment 6

Silent Reading

- ☐ books, magazines, or other favourite reading materials

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 111 and 112, and 113 and 114

Looking Back

- ☐ Thematic Assignment Booklet 3B
 - Day 15: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 3: Day 15.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Music and Movement (Time recommended: 20–30 minutes)

Play the recording “Just Like Me” and perform the accompanying movements a few times today and on Day 16 as a break.

Have the student move to show how he or she feels when it is very cold (shivering). Encourage the student to exaggerate the movements. Then have the student show how to get warm—by moving around a lot (stamping feet, hopping, doing jumping jacks, putting on more clothing, running on the spot, and so on).

Have the student show how he or she feels when it is very hot (dragging the body, tongue hanging out, wiping perspiration off the brow). Then have the student show how to cool off (pretending to drink water, taking off a sweater, jumping into a pool, swimming in a lake, putting a cool cloth on the forehead, and so on). Encourage the student to be as creative as possible.

Language Arts (Time recommended: 60–90 minutes)

The student responds to the selection “The Mouse Bride.”

Print the module number and day (M3D15) on the drawings of the characters for submission to the teacher on Day 18.

Lunch**Silent Reading** (Time recommended: 20–30 minutes)

You and the student read the materials selected for this time.

Phonics (Time recommended: 30 minutes)

The student goes back to page 111 and 112 in the phonics book. Have the student work independently. Make sure the student understands the directions on both pages. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Have the student make the fold-out book on pages 113 and 114 and read the story aloud.

Make Your Writing Flow (Time recommended: 45 minutes)

The student learns about and practises combining sentences to make writing flow better.

Assignment Booklet: The student combines sentences using the conjunctions *and* or *but*.

Enrichment (optional)

The student can look through pieces of his or her writing to spot places where he or she has already used *and* or *but* as a conjunction or where using *and* or *but* would make the writing flow better.

Rebus Story

Print the module number and day (M3D15) on the rebus story for submission to the teacher on Day 18.

Looking Back (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the Learning Log for Day 15.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time. If the student has been drawing, illustrating, and writing a favourite part of the book you are reading, allow time to do this after the reading.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 16

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials
- ☐ thermometer

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ *Collections: Keep in Touch*
- ☐ Thematic Assignment Booklet 3B
 - Day 16: Spelling Test
- ☐ *Madeline* book by Ludwig Bemelmans (optional)

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading materials

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 125 and 126

Looking Back

- ☐ Thematic Assignment Booklet 3B
 - Day 16: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 3: Day 16.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to “May I Have Your Autograph, Please?”

Print the module number and day (M3D16) on the two illustrated compound words or phrases that have funny literal meanings for submission to the teacher on Day 18.

Journal Time

The student responds to the selection “May I Have Your Autograph, Please?” in the Reading Response section of his or her journal.

Rhyming Couplets

Print the module number and day (M3D16) on the two rhyming couplets and accompanying drawings for submission to the teacher on Day 18.

Lunch

Silent Reading (Time recommended: 20–30 minutes)

You and the student silently read the materials selected for this time.

Spelling (Time recommended: 20 minutes)

Assignment Booklet: Before the student does the spelling test, take down the six words from the Word Wall. Give the student the final test for the Module 3 spelling words. Do not review the words before the test.

Testing in this manner will give a better indication of the child’s spelling skill. It is important that these words be stored in **long-term memory**. If the words are practised immediately before the test, you are only testing the student’s **short-term memory** of these words.

When giving the test, use the following steps:

1. Say each word clearly.
2. Say a sentence that contains the word, but the word is not used at the beginning of the sentence.
3. Repeat the word.

Following are the words for the test.

don't	world
going	want
school	until

Words I Use Often (Time recommended: 10–15 minutes)

Today's words are **took** and **four**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select another word for practise. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 125 and 126 in the phonics book. After you explain the lessons and directions on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Make an Autograph Album (Time recommended: 30 minutes)

The student makes an autograph album to collect autographs. He or she is encouraged to make it with others in order to exchange books.

Enrichment (optional)

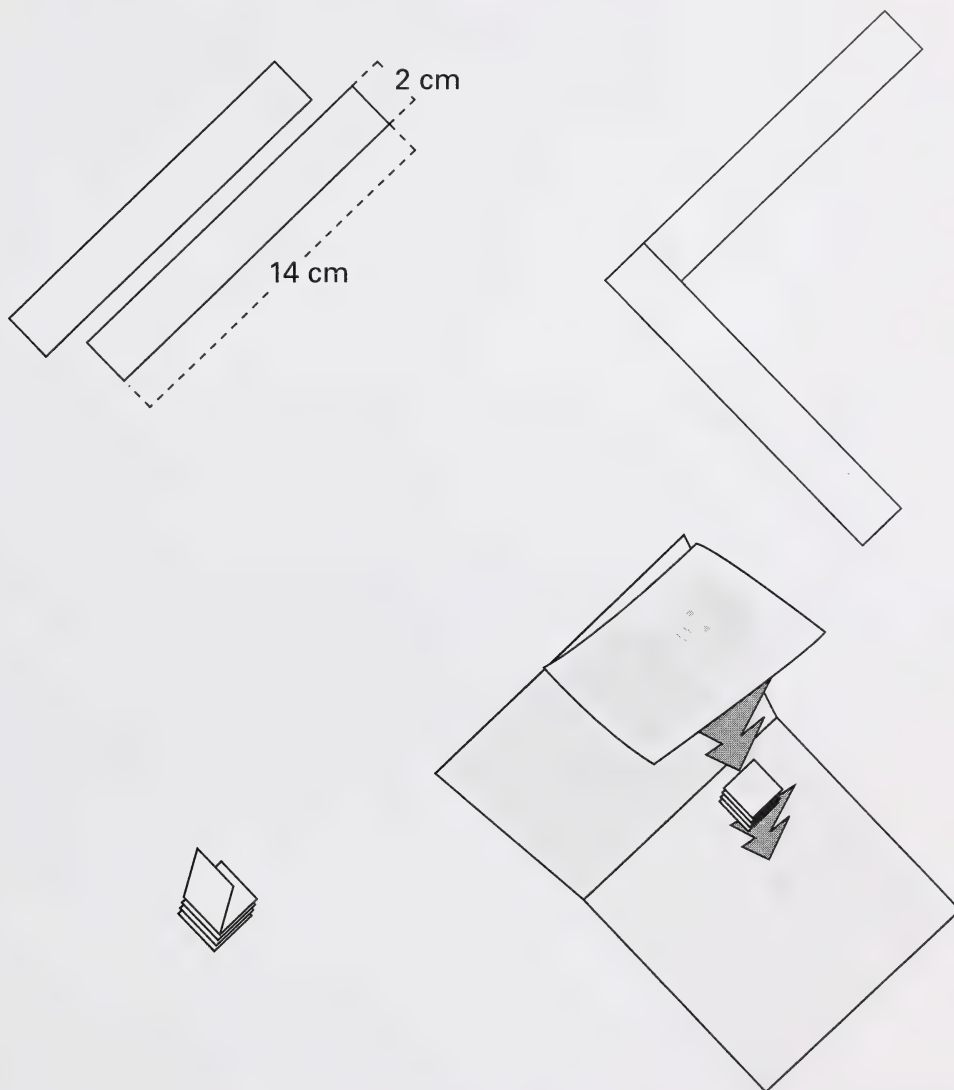
The student may do one or both of these activities.

1. Make a card with springs. Have the student
 - decide who to send the card to and why
 - decide on a rhyme or note to write in the card
 - choose an animal or person to use in it

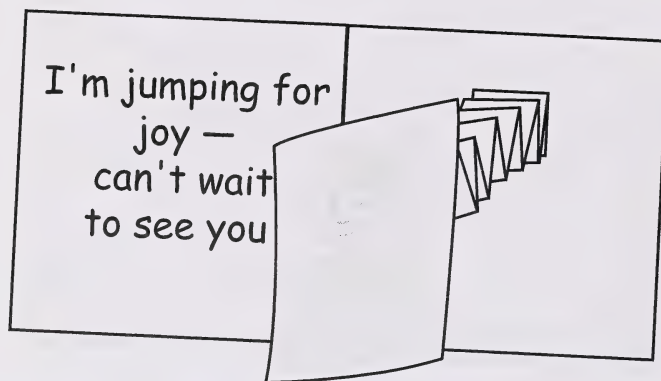
To make the card, do the following:

- Fold a piece of paper in half.
- Draw, colour, and cut out an animal or person that goes with the message, or use a photograph or picture from a magazine.
- Cut two strips of paper each 14 cm × 2 cm.
- Put glue on one end of one strip and lay the other strip on top.

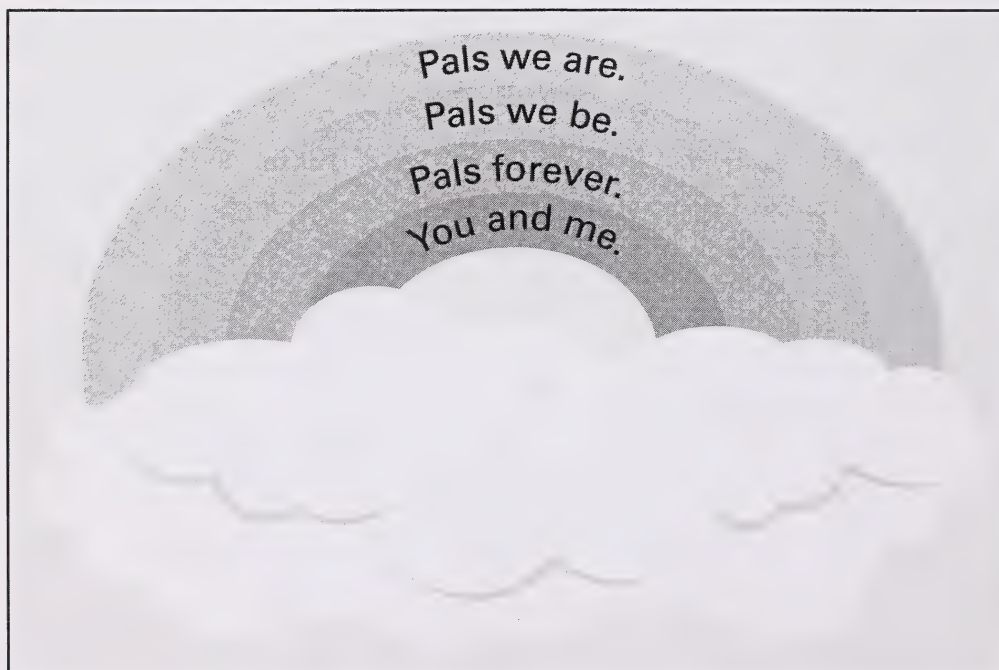
- When the glue dries, fold the strips over each other (see the diagram) until a square remains.



- Put glue under the top flap and press it down—cut off any extra paper.
- Put glue on one end of the spring and put the cut-out animal or person on it.
- Put glue on the other end of the spring and stick it in the card.
- Finish the picture and add the message.



2. Make a rainbow message. The student can make a colourful rainbow message to include in someone's autograph album. Have the student conduct research to find out the colours of a rainbow and the order they appear. Using fine-tipped colour markers, the student can print one line of a verse in each colour in an arch on the page, or colour the rainbow and print the verse in each segment. See the example that follows.



Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 16.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

If the student has been drawing, illustrating, and writing a favourite part of the book you are reading, allow time to do this after the reading.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 17

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials
- ☐ thermometer

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Music and Movement

- ☐ CD player
- ☐ CD *JEUX D'ENFANTS* (Children's games)

Language Arts

- ☐ *Collections: Keep in Touch*
- ☐ Thematic Assignment Booklet 3B
 - Day 17: Word Recognition Test

Silent Reading

- ☐ books, magazines, or other reading materials

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 127 and 128

Science

- ☐ a large jar with a lid
- ☐ a small jar with a lid
- ☐ a small glass
- ☐ hot water (not boiling water)
- ☐ tape
- ☐ a wide cork
- ☐ scissors
- ☐ aluminum foil
- ☐ Thematic Assignment Booklet 3B
– Day 17: Assignment 7

Looking Back

- ☐ Thematic Assignment Booklet 3B
– Day 17: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

Go to the Grade Two Mathematics program and work on Module 3: Day 17.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Music and Movement (Time recommended: 30–40 minutes)

Play Fauré’s “Dolly Suite,” perform the creative animal movements, and practise the musical notations on a percussion instrument a few times today and on Day 18 as a break.

Language Arts (Time recommended: 60–90 minutes)

The student responds to the selection “Messages in Code.”

Print the module number and day (M3D17) on the secret message for submission to the teacher on Day 18.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Word Recognition Test (Time recommended: 20 minutes)

Remove all the words off the Word Wall.

Assignment Booklet: Give the student the Word Recognition Test. Do not review the words prior to the test.

Point to each word in the Assignment Booklet and have the student read it aloud. Put a check beside the word if the student recognizes it immediately.

If the student has extra words that he or she put on the Word Wall throughout the module, print them on the lines and have the student read each one out loud. Check the ones that are recognized by sight.

Review the words the student did not recognize.

Ask the student to read the words on the white index cards from the stories in the module. They are as follows:

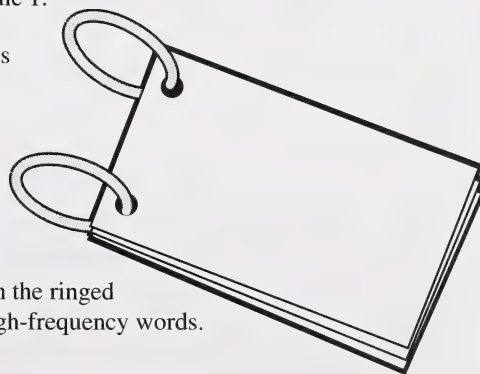
- between, community, neighbour, has, her, his, like, our, write, young, arrive, happen, much, quite, whole, city, country, street, wonder, afternoon
- almost, either, live, sure, birthday, Canada, dance, exciting, sea, winter, machine, message, phone, print, touch, teacher, father, picture, such, smart, answer, beautiful, love, mountain, world, choose, even, idea, several, sign, figure, letter, number, order, and secret.

You may want to spend some time reviewing the words the student did not recognize from these words as well.

Add the index cards to the two-ringed booklets you began in Module 1.

- one containing coloured index cards of high-frequency words that are used often
- the other containing theme or personal interest words and words from the stories on white flash cards

Separating the cards in this way will give you the opportunity to focus on mastery of frequently-used words, which is crucial to the beginning reader and writer. From time to time, review the cards in the ringed booklets. Your major emphasis will be on the coloured cards or high-frequency words.



Phonics (Time recommended: 20–30 minutes)

Follow the directions for pages 127 and 128 in the phonics book. After you explain the lesson on the two pages, have the student work independently. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Science (Time recommended: 60 minutes)

The student designs a device to keep something hot. Check the upper limit of the thermometer you are using. Do not use boiling water as it may break the thermometer. Use hot tap water.

Assignment Booklet: The student answers questions about insulating material.

Enrichment (optional)

The student can experiment with the same thermos used in the experiment to see if it will keep something cold. Pour very cold water into the small jar and into a small glass. Measure the temperature of the water. Put the lid on the small jar and place it in the large jar. Put the lid on the large jar. After 30 minutes measure the temperature of the water in the jar and in the glass. The water in the jar should still be cold, whereas the water in the glass will have warmed up a bit.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 17.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

If the student has been drawing, illustrating, and writing a favourite part of the book you are reading, allow time to do this after the reading.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 18**Materials You Need Today**

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials
- ☐ thermometer

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ *Collections: Keep in Touch*
- ☐ Thematic Assignment Booklet 3B
 - Day 18: Assignment 8
- ☐ lemon juice
- ☐ cotton swab or toothpick
- ☐ envelopes

Silent Reading

- ☐ books, magazines, or other reading materials

Journal Time

- ☐ journal

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 129 and 130

Science

- ☐ Thematic Assignment Booklet 3B
 - Day 18: Assignment 9

Looking Back

- ☐ Thematic Assignment Booklet 3B
 - Day 18: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

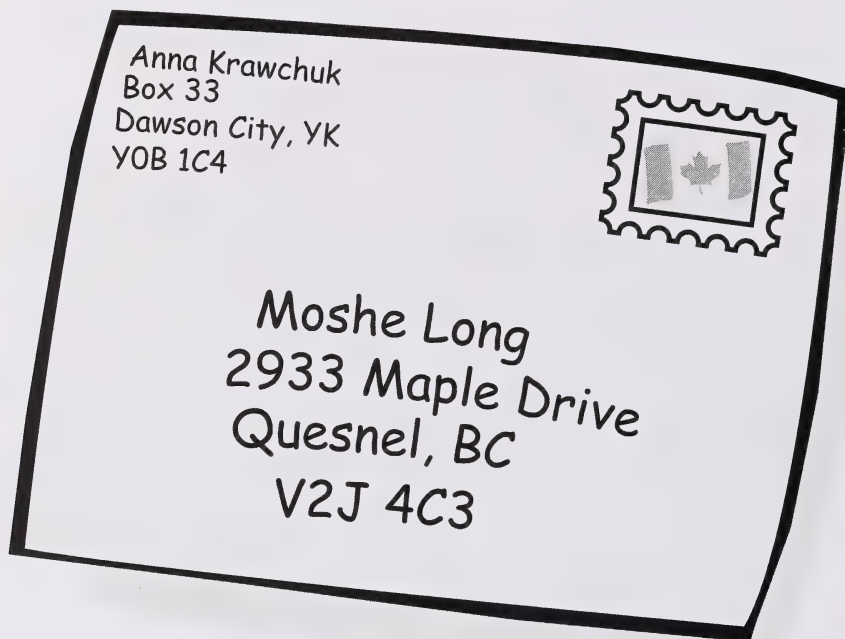
Go to the Grade Two Mathematics program and work on Module 3: Day 18.

Language Arts (Time recommended: 90–120 minutes)

The student continues to investigate secret messages by exploring invisible writing using lemon juice.

The student completes the *ABCs of Canada* booklet today. Print the module number and day (M3D18) on it for submission to the teacher today.

Following is an example of how to address the envelope.



Print the module number and day (M3D18) on the envelope for submission to the teacher today.

Assignment Booklet: The student puts commas in the sentences.

Lunch

Silent Reading (Time recommended: 15 minutes)

You and the student silently read the materials selected for this time.

Journal Time

The student responds to today's reading in the Reading Response section of his or her journal.

Phonics (Time recommended: 30 minutes)

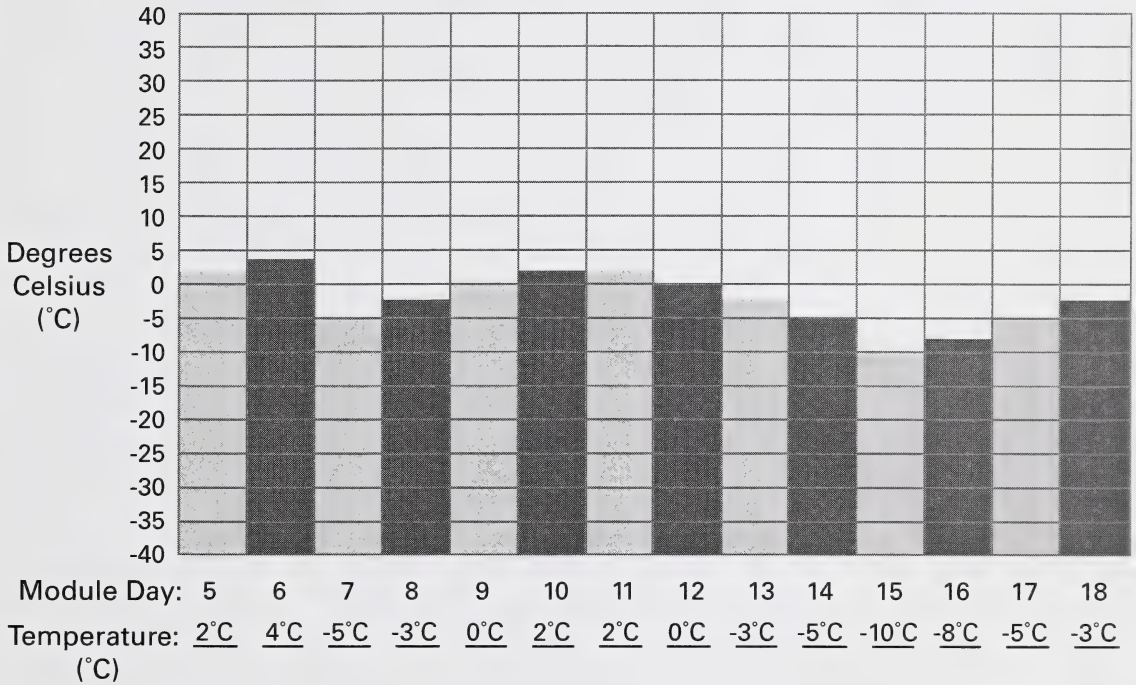
Follow the directions for pages 129 and 130 in the phonics book. After you explain the lessons and directions on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of today.

Science (Time recommended: 60 minutes)

Assignment Booklet: Have the student fill in the temperature he or she recorded during Calendar Time since Day 5. See the following example.

Temperature Graph



Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 18.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

If the student has been drawing, illustrating, and writing a favourite part of the book you are reading, allow time to do this after the reading.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Send Assignment Booklet 3B and other items for mailing to the teacher now. Use the **Items for Mailing** checklist at the end of the Assignment Booklet to assemble all the necessary work.

ASSIGNMENT BOOKLET 3B

Grade Two Thematic
Module 3B: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

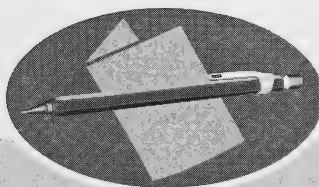
E-MAILING

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade Two Thematic

Module 3B

My Canada ASSIGNMENT BOOKLET 3B



**Learning
Technologies
Branch**

Alberta
LEARNING

Grade Two Thematic
Module 3: My Canada
Assignment Booklet 3B
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Assignment 1



Put an **X** on the map to show where your community is.

Colour the places where you would find Inuit communities with a blue crayon.

Print your answers to the questions on the lines.

1. What does **aboriginal people** mean? _____

2. Where do the Inuit live? _____

3. What is one occupation in an Inuit community that probably would not be found in your community?

4. What is an activity you can do for fun in an Inuit community?

5. Name a facility that you would find in an Inuit community.

6. Would you find that facility in other types of communities? _____

7. Why? _____

Learning Log

Home Instructor's Comments

What have you observed about the student's ability to respond to a reading?
Refer to today's reading activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is able to retrieve information from pictures and other images |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is able to retrieve information from the text |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can describe personal interpretations and reflections |

Add any additional comments you have about the day's work.

Student's Comments

Assignment 2

1. List **three** things you can do to change the temperature if your home is too **cold**.

a. _____

b. _____

c. _____

2. List **three** things you can do to change the temperature if your home is too **hot**.

a. _____

b. _____

c. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing attitude and knowledge in science? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows curiosity and interest in the natural world |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • looks independently for causes and effects |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • tries to explain things in his or her own words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to change ideas upon further explanation, research, or observation |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is aware of safety when experimenting |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • communicates knowledge through drawing, talking, writing, or note taking |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys science work and projects |

Add anything else that you think is important, including questions, about the student's development in science.

Student's Comments

Assignment 3

1. Fill in the blanks with the words in the box.

ducts	cold-air	register
falls	rises	furnace
natural gas	hot-air	Air

Fuel called _____ heats most houses. It comes into the house through pipes. The fuel burns in the

_____. _____ is heated in the furnace and spreads throughout the house through _____. The hot air is then blown into the room out of the _____. Hot air _____.

After it cools, it _____. It is then pulled back to the furnace through a _____ register. This is called a _____ system.

2. Fill in the following blanks with words in the box.

pipes
radiators
natural gas

Heat
boiler
steam

steam-heat

Fuel called _____ heats most buildings. It comes into the building through pipes. Water boils in the _____. It turns into _____. The steam then travels along _____ throughout the building. Pipes go into the _____ in each room. _____ is drawn into the room. This is called a _____ system.

Learning Log

Home Instructor's Comments

What have you observed about the student's developing skills and knowledge in science? Check **yes** or **not yet**.

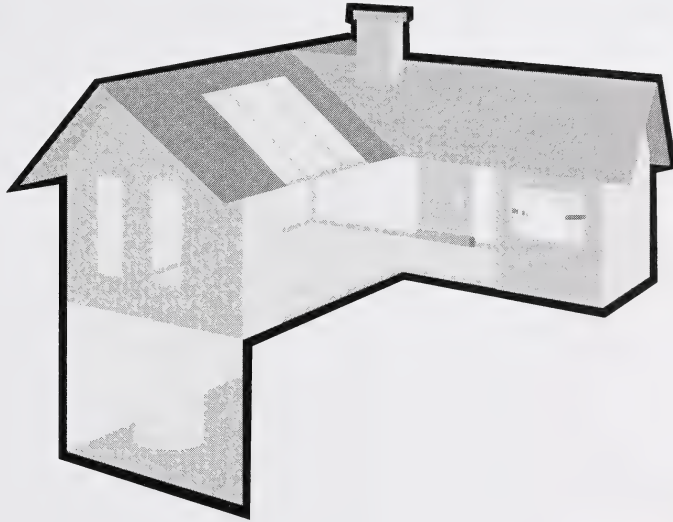
- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can describe temperature in relative terms, using hotter than, colder than |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • measures temperature in degrees Celsius (°C) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can describe how heating and cooling materials changes them (melting, freezing, cooking, burning) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify safe practices for handling hot and cold materials and for avoiding potential dangers from heat sources |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes that the human body temperature is relatively constant and that a change often signals a change in health |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • identifies ways in which the temperature in homes and buildings can be adjusted |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can describe how buildings are heated |

Add any comments or questions you may have about today's activities.

Student's Comments

Assignment 4

1. Look at this picture of a house. Find **three** places where you would find insulation and print 1, 2, and 3 on them.



2. Explain why those are good places for insulation.

3. You can find insulation in other places, too. Draw and label **two** things that use or have insulation to keep **cold**.

a.	b.
----	----

4. Draw and label **two** things that use or have insulation to keep **hot**.

a.	b.
----	----

Learning Log

Home Instructor's Comments

What have you observed about the student's development as a reader? Refer to today's lesson on comparing figurative and literal meanings. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands what figurative phrases mean in the context of the selection |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • sees the difference between the literal and figurative meaning |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • thinks of examples of figurative language |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to illustrate some examples of figurative and literal meanings |

Add anything else that you think is important, including questions, about the student's development as a reader.

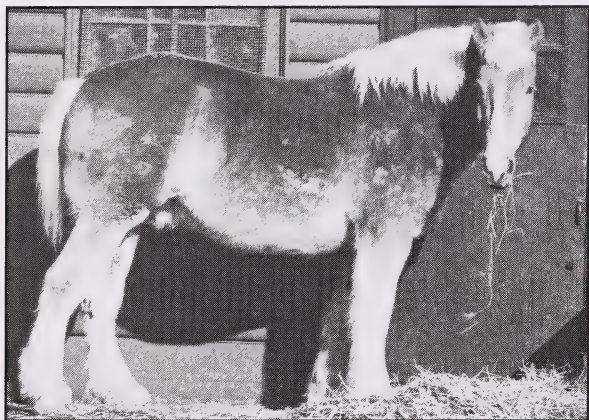
Student's Comments

What is one thing about today that you found especially interesting?

Assignment 5

1. Look at the pictures of the animals. Tell what kind of insulation each one has to keep it warm when it's cold outdoors. Print your answers on the lines.

a.



1

b.

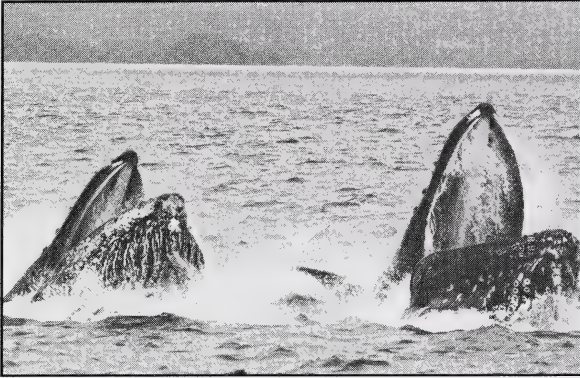


2

¹ PhotoDisc Collection/Getty Images

² Corel Corporation

c.



1

d.



2

e.



3

¹ Corel Corporation

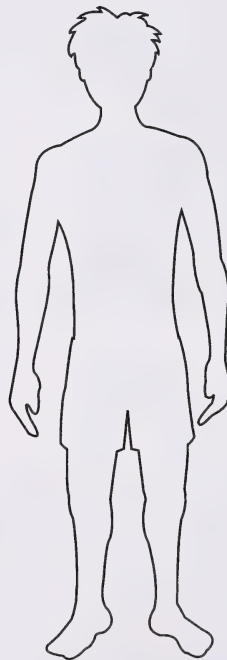
² Ibid.

³ Ibid.

f.



2. This man is going for a long walk in the Arctic. Dress him so he will be warm. Draw and label the clothes you put on him.



3. Explain why you chose the clothes you did.

Learning Log

Home Instructor's Comments

What have you observed about the student's development as a writer? Refer to today's lesson on writing a letter or e-mail. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can think of appropriate questions to ask |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can write questions and punctuate them correctly |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •follows the suggested letter format |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is able to check own writing for meaning |

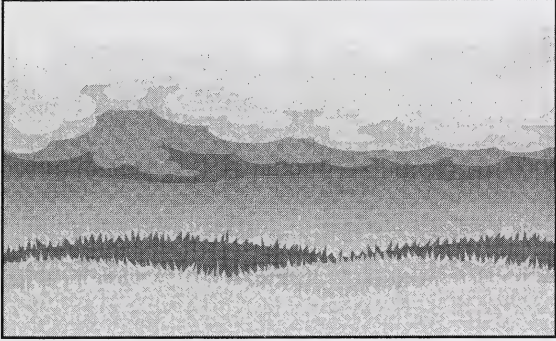
Add anything else that you think is important, including questions, about the student's development as a writer.

Student's Comments

Assignment 6

Join the two sentences in each box using **and** or **but** to make a new, longer sentence. Print the new sentence on the lines.

1.



The sky became dark.
It started to rain.

2.



Ming looked into the hole.
She didn't see the mouse.

3.



I went outside.

I looked at the clouds in the sky.

Learning Log

Home Instructor's Comments

What have you observed about the student's participation and understanding of movement activities? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •enjoys playing games with others |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •enjoys doing independent movement activities |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •knows safe places to play |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •demonstrates body and space awareness |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •tries more challenging movement experiences as competency improves |

Add anything else that you think is important, including questions, about the student's physical development.

Student's Comments

Spelling Test

Listen carefully to the words your home instructor gives you. Print the words neatly on the lines below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing reading skills? Refer to today's reading selection "May I Have Your Autograph, Please?" Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can explain what an autograph album is |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can explain the differences among the entries |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can find the humorous parts in the selection |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •understands why they are humorous |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can think of other words that are humorous |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can make humorous pictures of the words |

Add anything else that you think is important, including questions, about the student's reading development.

Student's Comments

Tell your teacher which word you think is the funniest and why in "May I Have Your Autograph, Please?"

Word Recognition Test

Read each word aloud.

☐ asked

☐ food

☐ keep

☐ house

☐ children

☐ feet

☐ once

☐ animals

☐ without

☐ boy

☐ land

☐ side

☐ life

☐ took

☐ four

☐ enough

If you have chosen special words in Module 3, your home instructor will write them here. Read each word aloud.

☐ _____ ☐ _____ ☐ _____

☐ _____ ☐ _____ ☐ _____

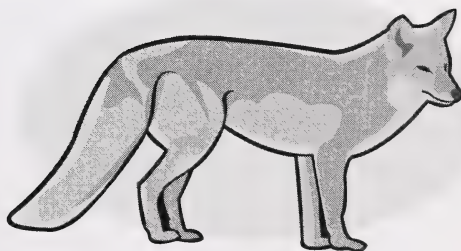
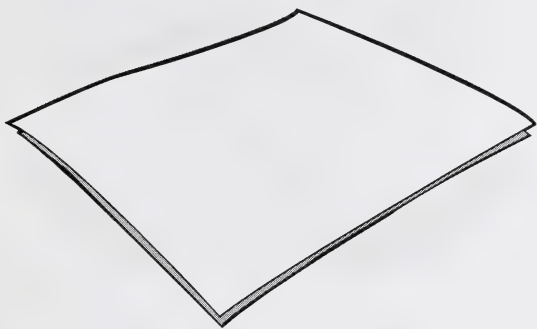
☐ _____ ☐ _____ ☐ _____

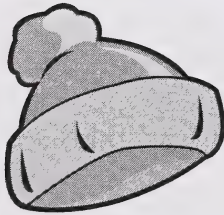
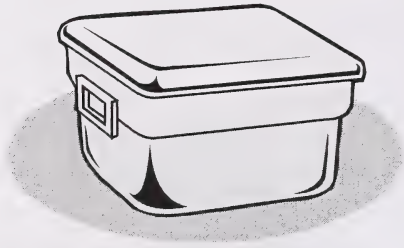
☐ _____ ☐ _____ ☐ _____

☐ _____ ☐ _____ ☐ _____

Assignment 7

1. Colour the objects that are examples of good insulators.





2. Why does a thermos keep drinks hot or cold? Print your answer on the lines.

Learning Log

Home Instructor's Comments

What have you observed about the student's ability to understand and apply information given in a text? Refer to today's reading of "Messages in Code." Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can explain why some codes need to be secret |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can explain how the codes work |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can use the keys or clues to figure out a message in code |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to write messages using the codes |

Add any comments you have about the day's work.

Student's Comments

Assignment 8

Read these sentences that use commas.

I mailed a letter to my friend who lives in Fort McLeod, Alberta.

Jamil, Sorya, Murray, and I are making up a secret code.

This year my birthday is on Tuesday, February 13.

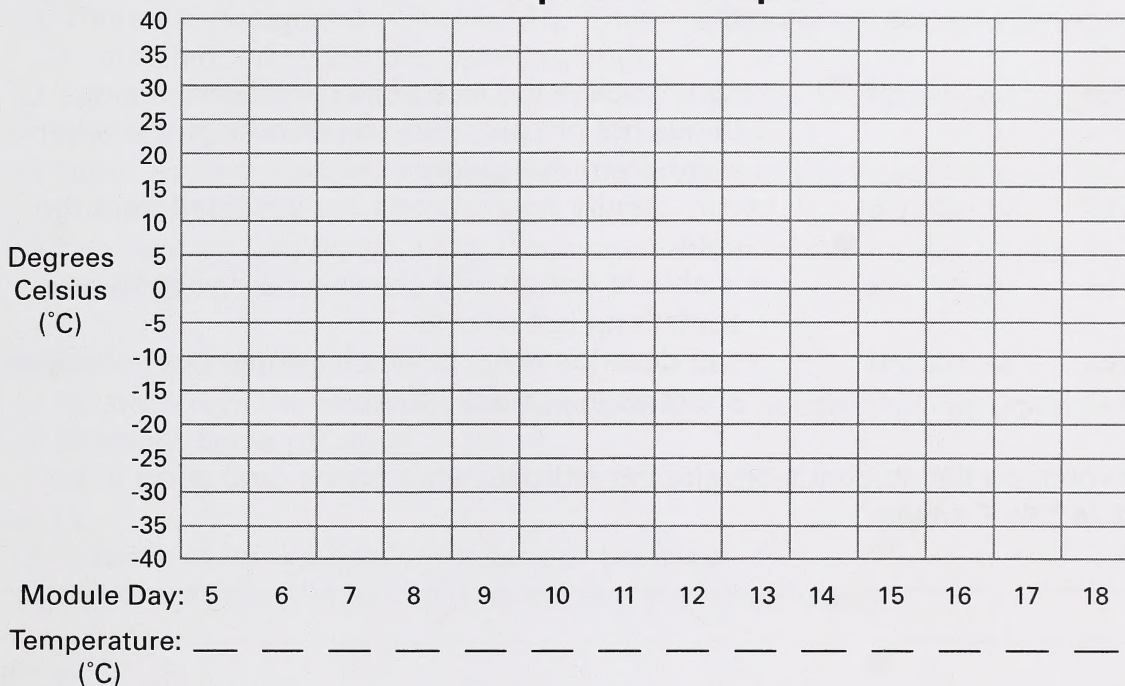
Put commas where they are needed in the following sentences. Use the sentences in the box as a guide.

1. My mother father and I all have blond hair.
2. We went to a lake near Winnipeg Manitoba.
3. My best friend is having a party on Saturday January 22.
4. We took pictures of mountains flowers goats and sheep.
5. My cousins live in Thunder Bay Ontario.
6. My favourite pies are apple cherry and blueberry.
7. I wonder where we're going on Sunday March 3.
8. I love visiting my grandparents in Penticton BC.

Assignment 9

1. Fill in the graph to show the temperature you recorded over the last 14 days of Module 3, beginning on Day 5.

Temperature Graph



2. Which day(s) was(were) the coldest? _____

3. Which day(s) was(were) the warmest? _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing skills and knowledge in science? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can describe the role of insulation in keeping things hot or cold, and can identify places where some form of insulation is used |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify how animals are insulated from the cold |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to design and construct a device to keep something hot or cold |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can describe ways in which temperature changes affect us in our daily lives |

Comment on the student's developing attitude, work habits, and effort in the Module "My Canada."

Student's Comments

Grade Two Thematic—Assignment Booklet 3B
Module 3B: My Canada
Items for Mailing

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

Days 10 – 18

- ☐ Thematic Assignment Booklet 3B. Ensure all assignments have been completed, including the Learning Logs.
- ☐ *Level B: Modern Curriculum Press Phonics*, pages 117–130, plus pages 85 and 86, 93 and 94, and 111, 112, 113, and 114
- ☐ three entries from the Personal Writing section of the journal chosen by the student
- ☐ two entries from the Reading Response section of the journal chosen by the student

Day 10

- ☐ illustration of the student's favourite place and accompanying sentences
- ☐ northern lights painting

Day 11

- ☐ acrostic of the student's province or territory
- ☐ solution to the problem of how to keep the house warm

Day 12

- ☐ cartoon drawings of communication situations (optional)

Day 13

- ☐ sentences and pictures depicting figurative and literal meanings of four phrases
- ☐ two definitions

Day 14

- ☐ story about the further adventures of Rodeo Pup (optional)

Day 15

- ☐ drawings of the characters from the story "The Mouse Bride"
- ☐ rebus story

Day 16

- ☐ two compound words or phrases and accompanying illustrations
- ☐ two rhyming couplets and accompanying drawings

Day 17

- ☐ secret message in code to the teacher

Day 18

- ☐ *ABCs of Canada* booklet
- ☐ addressed envelope